



## DIOCESE OF DULUTH CURRICULUM STANDARDS AND OUTCOMES

The curriculum for the Diocese of Duluth should consider three elements: that which should be taught, that which is taught, and that which is assessed. At the school level, alignment should be distinguished between the written curriculum, the content and skills actually taught in the classroom, the pedagogy used, and the assessment of such instruction. The process of ensuring this alignment is guided by national, state, and diocesan standards. This curriculum forms the minimum standards for all diocesan schools. Local schools often go beyond these standards. The standards address essential concepts, but not the specific delivery of content. The local school is the best level for professional educators to make determinations regarding the pedagogy that best serves their students and community.

We believe that God has placed within the human heart a desire to know and love him and to learn and discover truth. When structured properly, the school's educational program helps us to know the mind and heart of God. There are several purposes behind this curriculum guide for diocesan schools:

1. Recognize our unique identity as Catholic schools and provide guidance for teachers for integrating Catholic teaching and moral virtues in all areas.
2. Promote academic excellence by identifying and correlating essential state and national academic standards with diocesan standards.
3. Sequence concepts and skills to ensure continuity of programs from school to school, grade to grade, and teacher to teacher. Reviewing this sequence helps schools and teachers eliminate potential gaps and overlaps in student learning.
4. Use the *National Standards and Benchmarks for effective Catholic Elementary and Secondary Schools*, March 2012.

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## ***National Standards and Benchmarks for effective Catholic Elementary and Secondary Schools March 2012***

### **Academic Excellence:**

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (*Renewing Our Commitment to Catholic Elementary and Secondary School in the Third Millennium, 2005*).

The essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences-including co-curricular and extra-curricular activities-which are rigorous, relevant, research-based, and infused with Catholic faith and traditions.

The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from pre-kindergarten through secondary school.

### **Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.**

#### ***BENCHMARKS:***

**7.1** The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

**7.2** Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

**7.3** Curriculum and instruction for the 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

**7.4** Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

**7.5** Classroom instruction is designed to intentionally address the effective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

**7.6** Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

**7.7** Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

**7.8** The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

**7.9** Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

**7.10** Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

### **Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.**

#### ***BENCHMARKS:***

**8.1** School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

**8.2** School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

**8.3** Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

**8.4** Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

**8.5** Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

### **Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.**

#### ***BENCHMARKS:***

**9.1** School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.

**9.2** Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

**9.3** Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

**Diocese of Duluth**  
**Subject Philosophy Statement**

Physical Education is a vital component to the education of the whole child, and is necessary in equipping students for lifelong healthy living. Physical education develops necessary skills and experiences that benefit students physically, emotionally, socially, and spiritually. Isaiah 40:31 says “but those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.” By fostering physical fitness, teamwork and healthy lifestyle choices, students will follow in the life of Christ.

**Diocese of Duluth**

**Physical Education Outcomes  
Kindergarten**

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

Key Citation – SS – State Standard plus benchmark  
S followed by E or M – National Shape Standards

NATIONAL STANDARD (SHAPE)	Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>Demonstrates competency in a variety of motor and movement patterns.</b>	SS.1.1 S1.E1-E6	demonstrate progress toward the functional form of locomotor skills.	Hopping, galloping, running, sliding, skipping while maintaining balance. Jumping and landing with balance.
	SS.1.1 S1.E7-E12	demonstrate progress toward the functional form of non locomotor skills.	Forms wide, narrow, curled and twisted body shapes.
	SS.1.2 S1.E13-E27	demonstrate progress toward the functional form of manipulative skills.	Throws underhand with opposite foot forward. Drops a ball and catches it before it bounces 2X.
	SS1.3 S1.E5	demonstrate progress toward rhythmical patterns and movements.	Performs skills in response to teacher led creative dance.
	SS1.4 S1.E8	demonstrate progress towards control on weight bearing and balancing activities on a variety of body parts.	Emerging skills of transferring weight.
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>	SS2.1	identify basic movement patterns	Recognizes differences between dribbling with hands versus feet and fleeting and chasing.
	SS2.2 S2.E1	establish a beginning movement vocabulary	Knows start, stop, fast, slow, light and heavy.
	SS2.3 S2.E2	apply appropriate concept to performance	Change direction while running
	SS2.4	identify various body parts and their locations	Parts of the head, arms, legs, ankles, feet, etc.
<b>Demonstrates the knowledge and skills to achieve and</b>	SS3.1 SS4.1	sustain moderate to vigorous activity for short periods of time	Play simple games that provide continuous movement, 3-5 minutes.

<b>maintain a health-enhancing level of physical activity and fitness.</b>	S3.E2		
	SS3.2 S3.E3	participate in activities that practice skill and health related fitness	
	SS4.2 S3.E3	identify how the body feels during different types of physical activity	Recognizes that when you move fast, your heart beats faster and you breathe faster.
	SS3.3 S3.E6	recognize that nutrition means eating foods that promote good health	Differentiates between healthy and unhealthy foods.
<b>Exhibits responsible personal and social behavior that respects self and others.</b>	SS5.1 S4.E1-E6	apply with teacher reinforcement, classroom rules, safe practices, and good sportsmanship that reflect our catholic values	Plays fairly during games and verbalizes rules and procedures.
	SS5.2	apply with teacher reinforcement respect for themselves and other individuals in reflection of us all being uniquely made by God	Uses equipment appropriately. Uses kind words and shares with others.
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	SS6.1	try new movement activity skills	Creates animal movements, walks heel to toe and properly tags and accepts tags from others.
	SS6.2	participate in a variety of physical activities	Continuous relay activities.
	SS6.3 S5.E3	explore feelings related with participation in physical activity	Identifies physical activities are enjoyable.
	SS6.4	demonstrate the ability to play with each other regardless of differences	Pairs with other students and chooses different people for partner activities.

## Grade One

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

NATIONAL STANDARD (SHAPE)	Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>Demonstrates competency in a variety of motor and movement patterns.</b>	SS1.1 S1.E1-E6	demonstrate functional form of locomotor skills	Hops, gallops, jogs and slides using mature patterns.
	SS1.1 S1.E7-E12	demonstrate functional form of non locomotor skills	Maintains stillness on different bases of support with different body shapes.
	SS1.3 S1.E13-E27	demonstrate functional form of manipulative skills	Tosses and catches with a partner, bounces and catches to self, stikes objects, and kicks stationary object.
	S1.E5	perform simple rhythmic pattern	Combines locomotor and nonlocomotor skills in teacher designed dance.
	SS1.4 S1.E8	travel in relationship to object and with ability to change direction quickly	Over, under, behind, and through.
	S1.E7	demonstrate progress toward dynamic and static balance	
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>	SS2.1 S2.E1	increase movement vocabulary	Pathways - curved, zigzag; levels - high, medium, low.
	SS2.2	Identify that we have bones and muscles and how they function	Knows what upper and lower body muscles help us do. Bones are framework of body.
	SS2.3 S2.E2-E3	apply movement concepts to performance to a variety of basic skills	Travels demonstrating low, middle, and high levels.
<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	SS3.3 SS4.2 S3.E2	sustain moderate to vigorous physical activity for short periods of time	Participates in short relays across the gym, can jog/run ¼ mile and participates in never ending tag games.
	SS3.2	recognize components of skill and health related fitness	Stretches before activity, practices age appropriate fitness test skills.

	SS3.1 S3.E2	participate in regularly scheduled physical activity in a variety of settings	Jogs/walks continuously for 5-10 minutes.
	SS4.1 S3.E5	identify how the body feels during different types of physical activity	Explains why breathing faster provides more oxygen, why blood flows faster, and why we sweat.
	S3.E6	recognize what types of foods promote good nutrition	Differentiates between healthy and unhealthy foods.
<b>Exhibits responsible personal and social behavior that respects self and others.</b>	SS5.1 S4.E1-E6	apply with teacher reinforcement classroom rules, safe practices, and good sportsmanship that reflect our catholic values	Plays fairly, verbalizes rules and procedures, and moves safely during activity.
		Students recognize that people's bodies and skills are gifts from God and that good sportsmanship reflects showing respect for those gifts	Treat others with respect.
		practice conflict resolution skills	Begin to resolve problems by talking to others.
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	SS6.1	interact positively with others regardless of personal differences	Involves others, pairs with other students frequently and offers positive reinforcement.
	SS6.2 S5.E1	recognize opportunities to be physically active at school, home, or the community	Participates in outside activities and shares with the class, encourages others in the class to join.
	SS6.3 S5.E3	identify personal feelings they experience with participation in physical activity	Is eager to play and participate, demonstrates persistence in practicing skills.
	SS6.4	demonstrate the ability to play with others as a way to make friends	Engages in a variety of activities with different partners.

## Grade Two

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

NATIONAL STANDARD (SHAPE)	Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>Demonstrates competency in a variety of motor and movement patterns.</b>	SS1.2 S1.E1-E6	demonstrate progress toward mature locomotor skills in a variety of settings	Skips and runs with mature patterns.
	SS1.2 S1.E7-E12	demonstrate progress toward mature nonlocomotor skills in a variety of settings	Balances on different bases of support combining levels and shapes.
	SS1.3 S1.E13-E27	demonstrate progress toward a variety of mature form in manipulative skills	Throws underhand, catches a self tossed or well thrown ball with hands.
	SS1.1 S1.E2-E4	demonstrate skills of chasing, fleeing, dodging, in a variety of settings	
	SS1.4, S1.E5	demonstrate a variety of rhythmical patterns	performs a teacher and student designed rhythmic activity.
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>	SS2.2 S2E1-E3	apply appropriate movement concept to performance	Twist trunk within throwing, explain the harder you kick the further it goes.
	SS2.3	follow cues to improve performance	Keep eyes focused for striking and receiving.
		become familiar with major bones and muscles	Name some major bones.
<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	SS3.2 S3.E3	engage in sustained moderate to vigorous activity for increasing amounts of time	Jogs/Speed walks continuously from 5-12 minutes.
	SS4.1 SS4.2 S3.E1-E5	recognize the physiological indicators that accompany moderate to vigorous physical activity.	Increased heart rate and heavy breathing.
	S3.E6	recognize that good nutrition affects health, energy, bone and muscle growth.	



		SS4.4	participate in activities related to and recognize the difference between skill and health related fitness.	Games that increase breathing and health rate.
<b>Exhibits responsible personal and social behavior that respects self and others.</b>		SS.5.1 S4E1-E3	with few reminders, apply rules, safe practices, and good sportsmanship that reflect our catholic values	Uses equipment and space safely and properly.
		SS5.2 S4.E4-E6	work cooperatively with a partner or small group for short periods of time	Partners cooperatively check off other's skills.
		SS5.3	practice conflict resolution skills	Compromises with peers.
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		SS6.1 S5.E1-E3	identify and describe how they feel while participating in physical activities they enjoy	
		SS6.3	interact appropriately with peers while participating in group activities	Demonstrates patience by letting all the people in the class participate.
		SS6.4	identify how being physically active can help them learn about other people and cultures	

### Grade Three

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

NATIONAL STANDARD (SHAPE)	Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>Demonstrates competency in a variety of motor and movement patterns.</b>	SS1.1 S1.E1-E6	demonstrate mature form of all locomotor movements	Leaps, jumps and lands in the horizontal and vertical planes using a mature pattern.
	SS1.1 S1.E7-E12	demonstrate mature form of all non locomotor movements	Balances on different bases of support and transfers weight.
	SS1.4 S1.E13-E27	develop manipulative skills in game situation	Throws overhand and underhand to a partner or at a target.
	SS1.3 S1.E7, E12	demonstrate dynamic and static balance in a variety of settings	Combines balance and weight transfers with movement to create and perform a dance.
	SS1.2 S1.E5	demonstrate and understanding of the elements of dance	Performs teacher selected and developmentally appropriate dance steps and movement patterns.
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>	SS2.2 S4.E3	use feedback to improve performance	Follow through on completion of a skill, uses a checklist to assess a skill.
	SS2.3	identify major bones and muscles	Identifies major bones of arms and legs, head and trunk.
		identify difference between offense and defense in simple team games	
<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	SS3.3 SS4.1 S3.E2	engage in sustained moderate to vigorous physical activity for increasing levels of time	Participates in continuous tag games.
	SS3.1 S3.E3	participate in activities for the purpose of improving skills and health	Describes the concept of fitness and how it enhances health.
	SS4.2 S3.E3	identify the physiological indicators that accompany moderate to vigorous activity	

		SS4.3 S3.E5	identify, with teacher support, personal strengths and weaknesses using a valid and reliable fitness test	
		S3.E6	identify what foods promote good nutrition	Identifies foods that are beneficial for before and after physical activity.
<b>Exhibits responsible personal and social behavior that respects self and others.</b>		SS5.1 S4.E1-E3	apply rules, safe practices, and good sportsmanship and recognize these as reflections of our catholic values	
		SS5.2 S4.E4	work cooperatively with a partner or small group to complete a task	
		SS5.3 S4.E4-E6	apply conflict resolution skills with little or no reinforcements	
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		SS3.2 S5.E3	identify and describe how they feel while participating in physical activities they enjoy	
		SS6.4 S5.E4	interact appropriately with peers while participating in group activities	
		SS6.3	identify how being physically active can help them learn about other people and cultures	

## Grade Four

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

NATIONAL STANDARD (SHAPE)		Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>The physically literate individual demonstrates competency in a variety of motor and movement patterns.</b>		SS1.1 S1.E1-E6	demonstrate mature form of all locomotor movements	Runs for distance and travels with skills of dribbling, throwing, catching, and striking.
		SS1.1 S1.E7-E12	demonstrate mature form of all non locomotor movements	Transfers weight from feet to hands varying speed and using large extensions. Combines traveling with balance and weight transfers in a sequence.
		SS1.2 S1.E13	adapt manipulative skills to demands of a non-dynamic environment	Strikes an object with a long-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through).
		SS1.3 S1.E12-E27	acquire beginning skills of a few specialized movement forms	
		SS1.4 SS1.5 S1.E5	create a dance sequence and refine it into a repeatable pattern	Combines levels, shapes, extensions, pathways, force, time, and flow to create and perform a dance with a partner.
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>		SS2.1 S2.E1-E4	apply critical elements to improve performance of movement skills.	Dribbles in general space with changes in direction and speed. Applies simple offensive strategies and tactics in chasing and fleeing activities.
		SS2.4	understand that appropriate practice improves performance	
			identify the major bones and muscles and how they are grouped together	Identify the bones and muscles in the arm.
		S2.E5	become familiar with offense and defensive strategies	

<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>		SS2.3 S3.E3-E4	participate in several activities related to each components of skill and health fitness	Analyzes opportunities for participating in physical activity outside physical education class.
		S3.E5	associate results of fitness testing to personal health and ability to perform various activities	With teacher assistance identifies areas of needed remediation from personal test.
		S3.E6	recognize good nutrition choices at school and home	
<b>Exhibits responsible personal and social behavior that respects self and others.</b>		SS5.1 SS5.2 S2.E2-E6 S4.E1-E2	apply rules, safety principles, and good sportsmanship and describe how these are reflections of our catholic values	Reflects on personal social behavior in physical activity
		SS5.3 S4.E1 S4.E4	work cooperatively and productively with a partner or small group resulting in good sportsmanship	Exhibits responsible behavior in independent group situations.
		SS5.4	work independently and on task for short periods of time	
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		SS6.1 SS3.2 S5.E1-E3	identify feelings they have during physical activities and appropriate ways to process them	Rates of participating in challenging activities.
		SS6.3 S5. E4	interact appropriately with peers while participating in group activities	compares the positive social interactions when engaged in partner, small-group and large-group physical activities
		SS6.4 S5.E1-E3	identify how they can use physical activity as a means of self-expression	Reflects on the reasons for enjoying selected physical activity

## Grade Five

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

NATIONAL STANDARD (SHAPE)	Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>Demonstrates competency in a variety of motor and movement patterns.</b>	SS1.1 S1.E1-E6	manipulate objects with accuracy and speed	Combines traveling with manipulative skills for execution to a target. (scoring in a game) Uses appropriate pacing for running, and combines jumping and landing patterns,
	SS1.2 S1.E7-E12	develop specialized movement and manipulative skills	Transfers weight in physical activities. Combines actions, balances, and weight transfers to create a routine.
	SS1.3 S1.E13-E27	demonstrate beginning strategies for games and activities	Throws underhand to a large target with accuracy.
	SS1.4 S1.E5, E11	perform a rhythmic sequence with a beginning middle and end	Combines levels, shapes, extensions, pathways, force, time, and flow to create and perform a dance with a group.
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>	SS2.1 S2.E1-E5	use fundamental strategies in modified sports related games	Applies the concepts of direction and force to strike an object with a long handled implement.
		use practice time to improve performance	
	SS2.2	identify the functions of bones and muscles to performance	Identify the bones and muscles that work together to make the elbow bend
<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	SS3.1 S3.E5	select and participate regularly in physical activities for the purpose of improving skill and health related components	Differentiates between skill-related and health-related fitness. Identifies the need for warm-up & cool-down relative to various physical activities.
	SS4.1, SS3.2 SS4.2 S3.E1	set goals to improve or maintain personal fitness using their personal information from a national fitness test	Designs a fitness plan to address ways to use physical activity to enhance fitness.

	SS4.5 S3.E3	meet the health related fitness standards as defined by a valid and reliable test	
	S3.E6	independently identify making good nutrition choices	
<b>Exhibits responsible personal and social behavior that respects self and others.</b>	SS5.4 S4.E1-E3	use good sportsmanship as a way to exhibit our catholic values	Gives corrective feedback respectfully to peers. Actively involves others with both higher and lower skill abilities into physical activities.
	S4.E4-E6	choose a partner that he or she can work with productively	Chooses a partner that helps them finish work and activities on time
	SS5.6 SS5.5	use time wisely when given the opportunity to improve performance	completes activities and assignments without verbal reminders
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	SS6.2 S5.E3,E12	celebrate personal and peer success and achievements	
	SS6.3 S5.E3	design games, gymnastic, and dance sequences that are personally interesting	Given a container or equipment can come up with a simple game to play in a small group
	SS6.5 S5.E1-E4	recognize physical activity as a positive opportunity for social and group interaction and communication	

## Grade Six

Note: Swimming skills and water-safety activities should be taught if facilities permit.

NATIONAL STANDARD (SHAPE)	Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>Demonstrates competency in a variety of motor and movement patterns.</b>	SS1.1 S1.M1-M24	demonstrate mature form of locomotor manipulative skills	
	SS1.1 S1.M1-M24	demonstrate mature form of non locomotor manipulative skills	
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>	SS1.2 S1.M1-M24	demonstrate increasing competence in more specialized skills	
	SS2.1	identify principles of practice and conditioning that enhance performance	
	SS2.3	identify basic offensive and defensive strategies in lead up games and activities	
<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>		increase the knowledge of muscles, bones	
	SS3.1 S3.M1-M6	identify opportunities in the school and community for regular participation in activities to improve one's health	
	SS3.1 S3.M7-M10	set goals for the improvement of selected skill and health fitness and show progress toward them	
	SS4.4 S3.M11-M13	meet health related fitness standards as defined by a valid and reliable test.	
<b>Exhibits responsible personal and social behavior that respects self and others.</b>	S3.M17-M18	recognize how nutrition affects their personal health	
	S4.M6	exhibit good sportsmanship as a reflection of our catholic values	
	SS5.2 SS5.1	participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations.	



	S4.M3, M6-M7		
	SS5.3 S4.M4-M5	work in a group to achieve goals in cooperative and competitive activities	
	SS5.4	utilize time effectively to complete assigned tasks	
	SS5.5 S5.M1-M2	demonstrate personal responsibility by accepting consequences of personal behavior	
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	SS6.1 S5.M4	identify participation in physical activity as a positive opportunity for social and group interaction and communication	
	SS6.3 S5.M3	seek personally challenging experiences in physically active opportunities	
	SS6.5 S5.M6	communicate feelings towards each other in a socially acceptable manner	

## Grade Seven

Note: Swimming skills and water-safety activities should be taught if facilities permit.

NATIONAL STANDARD (SHAPE)	Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>Demonstrates competency in a variety of motor and movement patterns.</b>	SS1.1 S1.M1-M15	Demonstrate beginning strategies for net and invasion games	
	SS1.2 M1-M24	adapt and combines skills to meet the demands of increasingly complex situations and movement forms	
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>	SS2.2 S2.M12	identify the higher level characteristics of a few movement skills	
	S2.M2	demonstrate offensive and defensive strategies in games and activities.	
	SS2.4 S5.M1	apply principles of practice and conditioning that enhance performance	
<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	SS3.3 S4.M1-M2	participate daily in some form of health enhancing level of physical activity	
	SS4.2 S3.M7-M14	meet health related fitness standards as defined by a reliable and valid fitness test	
	SS4.3 S2.M15-M16	continue to develop personal skill and fitness goals independently	
	S3.M17	Identify ways to improve their nutritional choices	
<b>Exhibits responsible personal and social behavior that respects self and others.</b>	S4.M4	exhibit good sportsmanship as a reflection of our catholic values	
	SS5.2 S4.M5	work in a group to achieve goals in cooperative and competitive settings	

	SS5.3 S4.M1-M2	demonstrate personal responsibility by accepting the consequences of personal behavior	
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	SS6.2 S5.M6	recognize the importance of physical activity as a tool for displaying socially acceptable behavior	
	SS6.3 S5.M4-M15	recognize the social benefits of participation in a variety of physical activities	
	SS6.4 S5.M6	communicate feelings towards each other in a socially acceptable manner	

## Grade 8

Note: Swimming skills and water-safety activities should be taught if facilities permit.

NATIONAL STANDARD (SHAPE)	Citation	Outcome: The student will:	Suggested Activities/Assessment
<b>Demonstrates competency in a variety of motor and movement patterns.</b>	SS1.1 S1.M1	demonstrate competence in modified versions of a variety of movement forms	
	SS1.2 S1.M2-M22	demonstrate competence in modified versions of a variety of individual, dual, or team activities.	
<b>Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>	SS2.1 S1.M24	identify critical elements of more advanced movement skills and strategies	
	SS2.2 S3.M1-M6	apply principles of practice and conditioning to improve performance and give appropriate feedback to peers	
<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	SS3.1 S3.M15-M16	maintain personal skill and health fitness goals independently	
	SS3.3	meet health related fitness standards as defined by a reliable and valid fitness test	
	SS3.2, SS3.4 S3.M5	participate in new and challenging lifelong activities.	
	S3.M17	describe how nutritional choices are affected by daily schedules, price, advertising, and what is offered to them.	
<b>Exhibits responsible personal and social behavior that respects self and others.</b>	S4.M4	exhibit good sportsmanship as a reflection of our catholic values	

	SS5.1 S4.M3	demonstrate personal responsibility by accepting the consequences of personal behavior	
	SS5.3	solve problems by analyzing causes and potential solutions	
	SS5.4 S4.M4-M5	identify the influence of peer pressure on physical activity	
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	SS6.1 S5.M4-M5	express enjoyment while participating in physical activities of their choosing	
	SS6.2 S5.M6	recognize the importance of physical activity as a tool for displaying socially acceptable behavior	
	SS6.3 S5.M4-M5	describe how physical activity can be used as a vehicle for self-expression	
	SS6.4 S4.M4-M5	communicate feelings towards each other in a socially acceptable manner.	

## Christian Disciple

Students understand that one's body is a gift from God and take good care of their body through exercise, good nutrition, adequate sleep, and the avoidance of harmful substances. Students also attain social skills and build communion through physical education activities.

P	K	1	2	3	4	5	6	7	8	Citation	Outcome: The student will	Activities/Assessments
											Articulate ways that Catholic athletes have witnessed to their faith.	<p>Explore the impact of athletics in the lives of popes (Pope John Paul II – skiing, Pope Francis – soccer), bishops, priests, and other Catholics.</p> <p>Find specific examples of how local or professional Catholics have courageously witnessed to their faith.</p> <ul style="list-style-type: none"> <li>• Explore “Catholic Athletes for Christ.” <a href="http://www.catholicathletesforchrist.org/">http://www.catholicathletesforchrist.org/</a></li> <li>• Watch <i>Chariots of Fire</i>.</li> <li>• Invite a local current or former athlete to speak to your class.</li> </ul>
											Communicate God's goodness through the language of their body.	<p>Avoid unacceptable roughness in play.</p> <p>Refrain from taunting.</p> <p>Through healthy competition, improve one's skills and encourage others to become better.</p> <p>Persevere in attaining new skills.</p>
											Demonstrate the virtue of sportsmanship.	<p>Exhibit grace in victory and resilience in defeat.</p> <p>Play fairly and according to the rules.</p> <p>Show respect for game officials.</p> <p>Show respect for members of the opposing team.</p> <p>Encourage, and do not ridicule, students who have difficulties performing a task or playing a game.</p> <p>Learn the value of teamwork.</p>
											Engage in sporting activities in a way that upholds human dignity.	<p>Exercise moderation in sports participation.</p> <ul style="list-style-type: none"> <li>• Explore the implications of devoting an excessive amount of time, money, and energy to sports.</li> <li>• Identify ways to balance sports with family life, religious practice, social obligations, and other activities.</li> </ul> <p>Study the harm caused by performance-enhancing drugs.</p> <p>Pray for professional athletes, that they will use their athletic skills for God's glory.</p>
											Use sporting activities as means to build communion with all people, including those of different religious beliefs.	<p>Organize a sporting activity with students and/or parents from a non-Catholic school or other social group to build trust and relationships.</p> <p>Be intentional in showing good sportsmanship when representing your school in sporting activities.</p> <p>Study the history of the Olympic games.</p>

